

# Reading Toolkit: Grade 7 Objective 3.A.7.a

## Standard 3.0 Comprehension of Literary Text

### Topic A. Comprehension of Literary Text

#### Indicator 7. Analyze the author's purposeful use of language

Objective a. Analyze how specific language choices contribute to meaning and create style

Assessment Limits:

Significant words and phrases with a specific effect on meaning

Significant words and phrases with a specific effect on meaning

Denotations of above grade-level words used in context

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Connotations of grade-appropriate words and phrases in context

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Patterns of words and phrases that create a specific style, such as humorous, serious, mysterious, etc.

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Contributions of dialect to character and plot

Contributions of dialect to character and plot

Idioms and colloquialisms

Idioms and colloquialisms

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## Lesson Seeds

### Reading Grade 7 Objective 3.A.7.a

#### Activities

Students should read a literary text (Suggestion: Amelia Bedelia) where multiple meanings of words create idioms. Prior to reading, the teacher will point out these idioms to students. After reading is complete, teacher and students will discuss how Amelia Bedelia's misunderstanding of phrases created comedy. Students should be able to detail what the character actually did and what she was told to do.

Prior to reading a literary text which contains dialect, students should work in small groups to translate samples of dialect into Standard English. (Example: "I reckon them taters will be right for pickin'. I guess the potatoes are ripe.") As students read the text, they should record any examples of dialect that enable them to understand the character or the plot. After reading is complete, students and teacher should discuss the effect of the story speculating about the contribution of the dialect to authenticity.

Students will read a literary text where the teacher has selected words that have multiple meanings. After students have read the text, they will focus on the selected words. The teacher will show students multiple sentences using a selected word. Then they should choose the sentence where the word is used in the same way as the text. Students will justify their chosen meaning using text support. Finally they will determine how knowledge of that word helps a reader understand the text.

Prior to students reading a literary text, the teacher will ascertain that students know that style is how authors use language. Three particular elements students should be aware of as they read is the author's word choice, the author's sentence structure and length of sentences, and how or if the author uses figurative language, repetition, dialogue, and/or imagery. After students have read a portion of the text, they and the teacher will review that portion noting any of the elements listed above. Next, students should draw a conclusion about that author's style. Following that, they should read another portion of text to determine if their conclusion about author's style is correct.

## Clarification

### Reading Grade 7 Indicator 3.A.7

To show proficiency of the skills stated in this indicator, a reader will be able to identify, describe, analyze, and evaluate an **author's use of language**, specific words or phrases that contribute to the meaning of a text, or to the creation of an author's style. Author's style is the way an author uses language to express his/her thoughts. This may include word choice, figurative language, and literary devices. These words and phrases are purposeful and appeal to the emotions, the intellect, and the senses. When used with other text elements, they assist readers in constructing meaning of an entire text.

**To identify and explain how dialogue contributes to a narrative**, a reader should know that one way character is revealed is by what a character says and what other characters say about him/her. Those words an author selects for a character to say or have said about him/her are part of the development of that character. Since characters move the plot of a narrative or are moved by the plot, the growth of that character through dialogue also directly affects the movement of the plot.

**To identify, explain, and analyze the role of specific words and phrases that contribute to meaning and create style** in a literary text, a reader should be aware of the different types of specific words and word groupings in texts or portions of texts that establish tone, develop character, and create style. A reader can use these specific words and phrases to construct meaning from a text by clarifying their purpose and examining their implications.

- |                        |  |
|------------------------|--|
| • Significant Words    | words that are necessary to a reader's understanding of a text   |
| • Denotation           | literal, dictionary meaning of a word  |
| • Connotation          | idea or feeling associated with a word in addition to its literal meaning  |
| • Multiple Meanings    | words that have acquired additional meanings over a period of time   |
| • Idiom                | phrase whose meaning cannot be understood from the literal meaning of the words in it<br>Hold your tongue is an English idiom meaning keep quiet.  |
| • Colloquialism        | familiar, informal everyday talk Movies is an informal term for the more formal term cinema.   |
| • Dialect              | a form of language spoken in a particular place by a particular group of people  |
| • Word/Phrase Patterns | patterns of words and phrases involving how something is said that supersedes what is said. These word patterns or phrases joined with word choice create style such as humorous, serious, mysterious etc... |

**To identify, explain, analyze, and evaluate words and phrases that create tone** in a literary text, a reader must first know that tone expresses an author's attitude toward his or her subject.

"Listen to me!" yelled Cory. "I thought of something, but I need your help." Elisa wiped the tears from her face. "I'm going to lie down on the ice and try to crawl to Minnie. You lie down behind me and hold my ankles. Don't let go, no matter what, and don't stand up. Understand?" Elisa nodded sniffing.

from "The River" by Yetti Frenkel

The underlined words help a reader determine the urgent tone of this text.

Many readers use the words tone and mood interchangeably. However, mood refers to the atmosphere of a text.

Outside Eric's bedroom window the January blizzard raged. Treetops swayed dangerously as gusting winds sculpted snow into huge drifts.

from "Sierra Oscar Sierra" by Lynn Murray

The underlined words help a reader determine the perilous mood of this text.

The language, punctuation, and details a writer chooses help create the tone which could be serious, playful, angry, sad, etc...In addition to specific word choices the inclusion of specific punctuation helps relay an author's attitude. A reader identifies words or phrases in a text that, in conjunction with the content of the text, signal the author's attitude. For example, in a comic text about a mistaken identity, an author may point out a ludicrous appearance or behaviors of a character to create a light-hearted tone. Once those words have been identified, a reader can tell why those words create a specific tone. Ultimately a reader can examine how an author chooses specific words to create a specific tone. A critical reader evaluates the language choices, the intent of the author, and the purpose of the text to determine the quality of tone.

To identify, explain, analyze, and evaluate figurative language in a literary text, a reader must first know different types of figurative language in texts or portions of texts. In simpler texts figurative language can clarify or intensify descriptions. In more complex texts figurative language can create style, establish symbolism, and allow critical readers to view people, settings, and ideas in new ways. A close reading of a complex text involving attention to figurative language and its effect on meaning helps a reader to understand a text from the literal to the critical.

- Simile  
stated comparison of two things that have some quality in common using the words like or as
- Metaphor  
stated comparison of two things that have some quality in common not using the words like or as
- Personification  
stating that an inanimate object has lifelike characteristics
- Onomatopoeia  
words whose sound suggest their meaning

To identify, explain, and analyze sensory language that contributes to meaning in a literary text, readers must identify those words and phrases in a text that appeal to the senses of sight, smell, hearing, taste, and touch. Next, readers must explain how sensory language evokes those particular senses and makes a story or description become real. From this a critical reader can discern how sensory language assists a reader in having a clear picture of characters and settings which, in turn, allows a reader to understand a text fully. In more

complex texts sensory language is a component of style. For example, language that evokes the senses could be how an author relays his/her story or theme. The use of symbolism, irony, and allusion in a literary text adds layers of meaning to a text.

- Symbolism

using a person, place, object, or action that stands for something other than itself

- Irony

the contrast between what is expected will be said or done and what actually is said or done

- Allusion

a reference to a famous person, place, event, or work of literature

Symbolism, verbal and situational irony, and literary allusion can be composed with sensory language. An author's choice of language creates tone, and those language choices could include symbolism, irony, and allusion. A critical reader notes the use of sensory language, determines its use in a narrative, and is able to judge its effect on the meaning of a literary text.

To identify, explain, and analyze elements of style and their contribution to the meaning of a literary text, a reader must understand the elements that create style. Since style is the way an author expresses him/herself, use of these elements creates a unique means of expression.

• Repetition	technique where a sound, word, or phrase is repeated for effect
• Hyperbole	statement where truth is exaggerated for effect
• Alliteration	repetition of consonant sound at the beginning of a word
• Understatement	technique where what is said is intentionally less than what is complete or true
• Rhetorical Question	question asked for effect where no answer is expected

A critical reader notes the types of stylistic elements an author employs and determines a purpose for their use. Through stylistic elements, a reader's attention is drawn to certain statements or ideas which assist in constructing meaning of a literary text.

## Public Release #1 - Selected Response (SR) Item

Handout(s):

- Scrambled Eggs

### Reading Grade 7 Objective 3.A.7.a

Read "Scrambled Eggs" and answer the following question. Read paragraph 8.

"Yes, I certainly am," replied the lawyer as he tried to catch his breath.

In this paragraph the phrase to catch his breath shows that the lawyer wishes to

- A. slow down
- B. stop coughing
- C. breathe rapidly
- D. breathe normally

Correct Answer:

D

## Public Release #2 - Selected Response (SR) Item

Handout(s):

- Scrambled Eggs

### Reading Grade 7 Objective 3.A.7.a

Read "Scrambled Eggs" and answer the following question. Read this sentence from paragraph 10.

"I lost track of time while I was boiling two bushels of corn and planting them in my field this morning."

In this sentence the phrase lost track of time most likely means that the speaker

- A. misplaced his watch
- B. forgot how to tell time
- C. did not notice time passing
- D. did not pay attention to his task

Correct Answer:

C

## Handouts

## Scrambled Eggs A Story from Denmark

By Martha Hamilton and Mitch Weiss

A farmer once set off to market to sell his cattle. The way was long and tiresome, and the roads were bad, so one night he stopped at an inn to get a good night's sleep. In the morning, he ate a hearty breakfast of scrambled eggs. As he was about to pay, he realized he might run short of money before he got to market. He asked the innkeeper to trust him to pay for the eggs the next time he passed through. The innkeeper readily agreed, and the farmer went on his way.

After selling his cattle, he headed home. Not remembering the few small coins he owed the innkeeper, he took a different route. A few years later, when he finally passed by the inn once again, he remembered his debt. He apologized to the innkeeper and asked what he owed for the eggs. The innkeeper handed him a large sheet of paper covered with numbers. He said, "This is your bill. According to my calculations, you owe me four thousand kroner<sup>1</sup>." (That's approximately four thousand dollars in American money!)

<sup>3</sup>At first, the farmer thought it was a joke, but he soon realized the innkeeper was quite serious. "You ate ten eggs," said the innkeeper, "and if those had hatched, I would have had ten chickens. They, too, would have laid eggs, and so on. I have determined that, in the four years since you were here, I could have made four thousand kroner from those ten scrambled eggs."

The farmer protested, but it was no use. He was summoned to appear before the town judge the next day.

The farmer realized he would need a good, honest lawyer to defend him. He asked around town until he found one. The lawyer was outraged when he heard what the innkeeper had charged. He agreed to appear in court the next day to settle the matter.

All arrived in court the next afternoon at the appointed time—except the lawyer. Just as the judge was about to throw the farmer into jail, the lawyer rushed in.

The judge, who did not like to be kept waiting, asked sternly, "Are you this man's lawyer?"

<sup>8</sup>"Yes, I certainly am," replied the lawyer as he tried to catch his breath.

"Why are you late?" demanded the judge. "Do you think we have nothing better to do than wait for you?"

<sup>10</sup>"I'm very sorry, your honor," said the lawyer, still panting. "I lost track of time while I was boiling two bushels of corn and planting them in my field this morning."

<sup>11</sup>There was a roar of laughter in the courtroom. The judge asked, "Sir, have you lost your mind? You don't actually think that cooked corn will grow, do you?"

<sup>12</sup>"Well, if scrambled eggs can turn into chicks, then why not?" The judge understood the lawyer's point. He was outraged by the innkeeper's greed and deception. The judge fined him one hundred kroner, fifty to go to the clever lawyer, and fifty to the farmer.



The farmer thanked the lawyer for his cleverness and happily returned home. After that, he loved to tell the story of how he had once received fifty kroner for eating a plate of scrambled eggs.

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<sup>1</sup> Kroner is pronounced KRO-ner. This is the plural of krone, which is the Danish money unit, similar to an American dollar.